

## Gambling Prevention : Lesson Plans

Please feel free to incorporate the lessons as you see fit given the developmental level of your participants. The CD contains a narrative based on the true story "**Please, Dad, Don't Gamble**" in which the storyteller describes her family's struggle with her father's compulsive gambling. Also find enclosed pre and post tests that will help you to evaluate the degree to which your intervention has been effective. As the names suggest a pre-test to be given before the lessons are initiated and a post test upon completion. There are home work assignments for each activity/lesson that helps the students to prepare for the activity/lesson to follow. Remind and encourage students to develop a folder to safely keep all the materials given to them.

Grades: 5 -7

Suggested time allowance per session: 30 - 45 minutes

### **Objectives:**

Students will:

1. Define addiction, gambling as well as other related terminology
2. Analyze how someone with an addiction is affected, along with family and friends.
3. Develop listening and comprehension skills.
4. Understand the consequences of youth gambling.
5. Understand the role of internal and external influences.
6. Understand the importance of values in decision-making.
7. Analyze how youth gambling can derail their life goals.

### **Introductory Session**

Do an introductory session in which you explain to the students exactly what they can expect from the sessions. Facilitate any questions that they may have at this time.

Apply pre-test with students. Inform students that they must not put their names on the paper as you do not want to know who it is from but to measure their knowledge as a group. Ensure that you inform students not to shout answers out but to write them on the paper provided. Assess completed pre-test for deficiencies. Inform the class that at the end of the sessions there will be a poster competition. The theme being "Adolescents Should Not Gamble". Note well here that we are talking about adolescents under the legal age to gamble, as some adolescents are over 18 and legally able to gamble.

### **Homework : Definitions sheet of Addiction and Gambling # 1**

## **Activity #1: What is an Addiction ?**

### **Resources and materials:**

Homework assignment definitions of Addiction and Gambling  
Handout with the Three C's of Addiction

Define adolescents as anyone between the ages of 10-19 as acknowledged by the World Health Organisation- WHO. Inform students that they may be in early adolescence. This is important as these lessons cover Adolescent Gambling.

**WARM-UP:** On the board write: What is an addiction? Ask students to define the word addiction from the homework assignment given. The Webster's Collegiate Dictionary calls it "a compulsive physiological need for a habit-forming drug." To be addicted is "to devote or surrender oneself to something habitually or obsessively."

Ask students to give some examples of drugs to which people become addicted and write down some responses on the board. Answers might include alcohol, cocaine, ganja and cigarettes.

Remind students that some people become addicted to destructive behaviours as well, not just substances. Some people are addicted to gambling. What do your students think of that idea? Could a gambling addiction be as "serious" as alcoholism or crack addiction? Discuss

Teach and discuss the Three C's of addiction from the handout and incorporate examples using problem gambling.

Mental health experts tell us that an addiction is a mental illness just like depression, schizophrenia or an anxiety disorder. People with addictions suffer from a debilitating illness, not from a flaw in their character or a moral shortcoming. That doesn't mean they're not responsible for their actions. It means they're entitled to respect and deserve help to deal with their addiction.

Inform the class that at the end of the sessions there will be a poster competition. The theme of the poster competition is "Adolescents Should Not Gamble". Note well here that we are talking about adolescents under the legal age to gamble, as some adolescents are over 18 and legally able to gamble.

**Homework : Definitions sheet of Addiction and Gambling # 1**

## **Activity # 2 : What is Gambling ?**

### **Resources and materials:**

Homework definitions sheet of Addiction and Gambling # 1

Handout with the definition of gambling and other terminology

**Write: What is gambling ?** Asks students for their definition from the homework assignment. Gambling refers to an act whereby an individual risks money, property or something else of value on an event that has an uncertain outcome. Discuss some of the important words in the definition. Highlight the significance of using something of value rather than just money as being a part of the definition.

**Identify some of the forms of gambling found in Jamaica ?** Ask participants to tell you what the legal age for gambling in Jamaica is ? 18 years old is correct, therefore you should reinforce that **they should not be gambling.**

Remind students that when gambling, people always lose more than they win.

It is important to point out that as highlighted in the definition, gambling does not just require money but anything of value as the reward for winning. Make sure that the class understands that playing games with elastic bands and marbles for money or other valuables is gambling even though it may seem harmless. As the facilitator think of some other informal games that the students may be playing and incorporate them into the lesson.

Inform the class that at the end of the sessions there will be a poster competition. The theme of the poster competition is “Adolescents Should Not Gamble”. Note well here that we are talking about adolescents under the legal age to gamble, as some adolescents are over 18 and legally able to gamble.

**Issue the Homework Assignment #2 with the definitions of risk, probability, skill, chance and luck**

### **Activity # 3 : Gambling Related Terminology**

#### **Resources and materials:**

Homework definitions risk, probability, skill, chance and luck sheet #2

Probability Game

Randomness Handout

Blackboard and Chalk

Apply the home work or class assignment here with the definitions of probability, risk, chance, skill and luck. Discuss the relationship between these words and gambling. Explain to the students that everyday we make decisions that involve some degree of risk. What we must weigh are the consequences for each risk as well as the benefits. Allow the students to share their daily decisions (what to have for lunch, crossing the street, cheating on a test, and playing instead of studying etc.) The consequences here relate to what they have to lose if they take the particular risk. The bottom line is there are low vs. high risk behaviours. Have the class read aloud from the Randomness handout. Using the Randomness handout define the term and relate it to probability. Discuss the material. Apply the probability game to highlight the definition as well as implications of probability on gambling. Specifically differentiate for the class between skill and luck. Identify here that most games of chance are based on luck and require no skill.

Understanding probability is very important as most people who end up with gambling problems do so because they believe that the odds of them winning are really greater than they think. They also attribute patterns or skill to events that occur by chance or randomly.

Discuss the probability involved with a coin flip, a die and even the lottery.

**Probability Game** : Cut up paper into small bits amounting to 1500 pieces (possibly an inch long ) on one piece of the 1500 pieces you write the word WINNER. Empty all 1500 pieces into the bag. Create \$1000 dollar bills and ask 5 -10 students to come up to the front of the class. Give each student one of the \$1000 dollar bills. Invite them to attempt to pull out the one piece of paper marked winner from the bag and if they do so they will receive \$5000 dollars. Create the scenario that the \$1000 note represents their lunch money for the week so losing it means no lunch for one week. Ensure that the bag is well shaken and that the students look away while pulling out one of the pieces of paper. Give each participant the opportunity to choose to withdraw or not engage in

the activity when they come up to dip into the bag. If a student decides to withdraw congratulate them and process the reason for their decision as a class exercise.

The probability of pulling the piece of paper that has WINNER written on it is 1 out of 1500. The students should understand that these are very long odds and not favourable to them therefore they should not engage in such a game. They should also understand that there are no unique skills or special luck that will help them to be successful at this game. Process with those students who have lost their money how it felt and the implications of this.

Inform the class that at the end of the sessions there will be a poster competition. The theme of the poster competition is “Adolescents Should Not Gamble”. Note well here that we are talking about adolescents under the legal age to gamble, as some adolescents are over 18 and legally able to gamble.

## **Activity # 4 : Addiction, Gambling and the Family**

### **Resources and materials:**

**Please, Dad, Don't Gamble CD**  
**Three C's of Addiction Handout**  
**CD Player**  
**Blackboard and chalk**

**As a class, listen to the "Please, Dad, Don't Gamble." CD**  
**Inform the class that you will be asking questions about gambling and addiction at the end of the narrative.**

**You may want to ask these questions upon completion:**

- a. The story teller states that her family used to be "normal." What are some of the normal activities she mentions?**
  - They went to the beach and amusement parks.**
  - They took family portraits.**
  - Her dad gave the kids piggy-back rides.**
  - They saw him more often.**
  
- b. Once her father's gambling became a problem, what was his behaviour like?**
  - He missed his daughter's graduation.**
  - He didn't come home at night.**
  - He slept and watched TV during the day.**
  - He was in a bad mood too often.**
  - He took money from her mom and the kids.**
  
- c. How did his behaviour affect everyone else in the family?**
  - Her mom was tired and stressed.**
  - The kids fought with each other.**
  - Everyone was angry with the father.**
  - The kids missed their dad.**
  - Bank officials called to speak with the parents.**
  - Her father's business partner argued with him.**
  - Cheques started bouncing and her mother began calling the bank to find out if there was money in the bank account.**
  - They had far less money to survive on.**

### **Discussion:**

- a. Why did the story teller ask her father not to gamble anymore?**
- b. How was the family being affected by his gambling?**
- c. Whose fault was it—the kids'? Her father's ?**

**Can you give examples of the three C's of addiction in this story?**

**Control**

**Compulsion**

**Consequences**

**Solutions: How did the young lady in the story cope with the situation ? What are other possible solutions?**

**Inform the class that at the end of the sessions there will be a poster competition. The theme of the poster competition is "Adolescents Should Not Gamble". Note well here that we are talking about adolescents under the legal age to gamble, as some adolescents are over 18 and legally able to gamble.**

**Give students the handout with all the youth friendly gambling prevention websites and give them an assignment to report their experience on some of these sites. These sites provide an interactive youth oriented approach to understanding the issue of problem gambling among adolescents.**

## **Activity # 5 : Adolescent Gambling - Consequences**

### **Resources and materials:**

**Handout Youth Gambling : Who Gambles and Why  
Blackboard and Chalk**

Again define an adolescent as anyone between the ages of 10-19 as acknowledged by the World Health Organisation- WHO. Inform students that they may be in early adolescence.

Ask the class : Can adolescents also have gambling problems ?  
Have the class read from the Handout. Discuss the points.

What are some of the consequences adolescents face if they begin gambling ? Have the students write the list below as well as discuss each consequence.

- a. Deterioration of school grades
- b. Loss of friendships with peers
- c. Family conflict
- d. Health issues – poor eating habits as a result from spending lunch money on gambling activity.
- e. Self-esteem issues – not feeling good about self
- f. Trouble with the law – Stealing from family, friends and others to support gambling behaviour.
- g. Gambling problems as adults - The earlier a young person begins gambling increases the likelihood that he/she will continue this habit into adulthood and thus develop a serious gambling problem.
- h. Can be a gateway behaviour that opens them up to other destructive experiences like alcohol and drug use.  
(where there are adolescents gambling there is alcohol and possibly other drugs)

Discuss the students experience on the youth oriented gambling prevention websites given as homework in the previous session.

Remind the class that at the end of the sessions there will be a poster competition. The theme of the poster competition is “Adolescents Should Not Gamble”. Note well here that we are talking about adolescents under the legal age to gamble, as some adolescents are over 18 and legally able to gamble.

### **Issue “What are Values Homework Sheet # 3**

## **Activity #6 : Your Values vs. Gambling**

### **Resources and materials:**

Homework "What are values" sheet # 3

Blackboard and chalk

Discuss the assignment with the students asking each of them for their definition of values as well as give some examples of their own values. Then discuss why values are important. Remind students that values are important for everyday decision making activities. Inform students that it is because they value education why they have come to school and not absconded to the game shop or some other unproductive location. Ask a student to give an example of an important decision that they had to make and illustrate how his/her values helped to influence their choice. Discuss other examples given by students.

**Begin a discussion on the influence of values on their decision not to gamble.**

Remind the class that at the end of the sessions there will be a poster competition. The theme of the poster competition is "Adolescents Should Not Gamble". Note well here that we are talking about adolescents under the legal age to gamble, as some adolescents are over 18 and legally able to gamble.

## **Activity #7 – Understanding What Influences Us**

### **Resources and materials:**

Analyzing Internal and External Influences Handout  
Blackboard and chalk

Inform students that there are factors that influence our choices that are both internal and external. Good examples of internal influences are the values discussed in the previous session. Explain that external influences are outside of us and that we have very little control over them. Ensure that students understand these concepts before moving on.

Ask students to read together from the handout. At each significant point stop the class and reinforce the definitions of influence, internal and external. Discuss the examples given under each heading Internal Influences and External Influences from the handout. Ask the students to give examples to ensure that they understand the concepts. Have the class read and discuss the scenarios created on the student page.

Remind the class that at the end of the sessions there will be a poster competition. The theme of the poster competition is “Adolescents Should Not Gamble”. Note well, that here we are talking about adolescents under the legal age to gamble, as some adolescents are over 18 and legally able to gamble.

As an assignment for the next session ask students to look up the definition of goal (not related to sports), also students should begin to think about and write down what profession they would like to have when they grow older. Ask them to also think about the steps they need to take to get there. **Personal goal sheet should be issued here for the next session.**

## **Activity # 8 - Don't Gamble with your Future**

### **Resources and materials:**

Homework assignment – Personal Goal Sheet

Blackboard and chalk

Introduce the session by asking the students to share the definitions of goal that they have found. Inform the students that for every activity, no matter how small, our behaviour has to be guided by a goal. For example, the students had to have a goal of getting to school this morning to be able to arrive. Other simple examples may be used to increase their understanding of the importance of setting goals.

Ask each participant to disclose what their career goal is for the future (using the personal goal sheet assignment) students need to share from all sections of the exercise completed. After each student has shared ask them how would getting involved with gambling at their age help them to achieve this goal? What would help them? Discuss with the class and finish with the idea that for goals to be achieved their behaviour and thoughts must be aligned to their ambitions and goals. How would being involved with gambling help them to achieve their goal? This is the theme of the class.

Apply post test with participants. Do an assessment via a comparison of both the pre and post test answers. You may enter the data for analysis in a coded format and derive the changes in answers reflective of their hopefully increased knowledge base.

### **Poster Guide**

Have a display of the posters created by the students. This can be at an intra \ inter form level of involvement or have the entire student body view the exhibits. Have participants understand that the poster competition does not require them to be artists. They may cut pictures from magazines, the internet, draw on their own or have someone draw for them. What is crucial is the information that accompanies the pictures. This must come from them and must be in their own words. Do not allow the participants to cut and paste the information directly from the internet or from the handouts given. The poster competition is also an indicator of what the participants have learned from the entire process.

Encourage them to put the ideas into their own words please and be as creative as possible as they deliver the message

**“Adolescents Should Not Gamble”**